

**THE INFLUENCE OF USING KEYWORD TECHNIQUE TOWARDS
STUDENTS' VOCABULARY MASTERY AT THE FIRST SEMESTER
OF THE SEVENTH GRADE OF MTS AL HIKMAH GERNING
PESAWARAN IN THE ACADEMIC YEAR OF 2020/2021**



A Thesis

Submitted in Partial Fulfillment of the Requirements
for the Bachelor Degree

By

Inggil Sukmawati

NPM. 1611040145

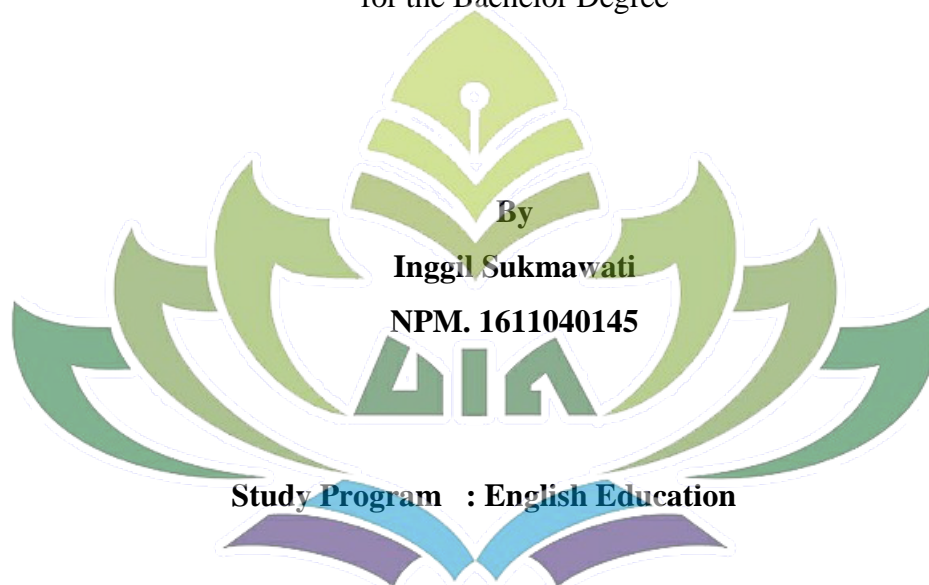
Study Program : English Education

**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC
UNIVERSITY OF LAMPUNG
1442/2021 M**

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Advisor : Dewi Kurniawati, S.S, M.Pd

Co-Advisor : Septa Aryanika, M.Pd

**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC
UNIVERSITY OF LAMPUNG
1442/2021 M**

ABSTRACT

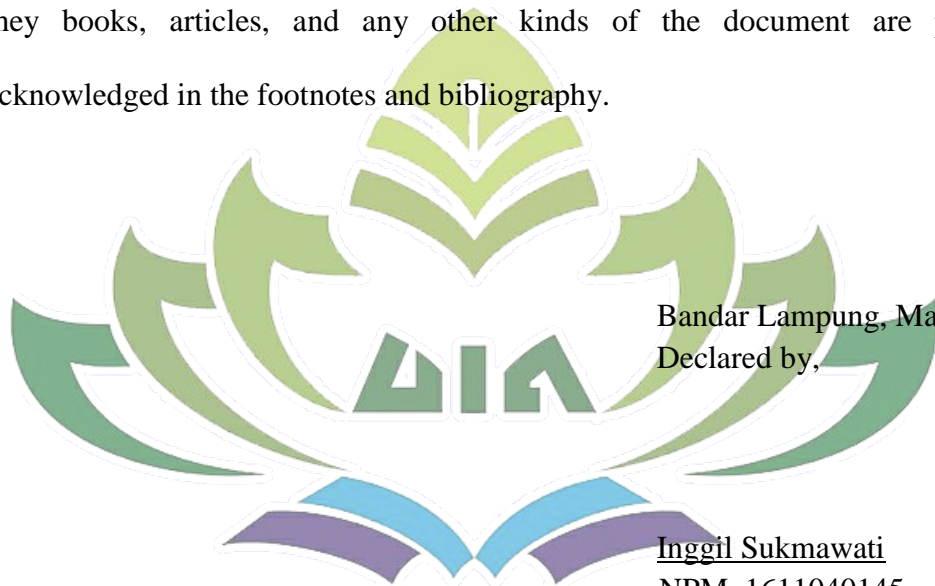
This research was conducted to find the significant influence of using keyword technique in students' vocabulary mastery. The research methodology was quasi-experimental design. Kinds of difficulties faced by students were (1) remembering the words, (2) to understand the vocabulary in reading activity and (3) memorizing the meaning of the words. Keyword technique consists of associating the target word with a word that is pronounced or spelled similarly in the mother tongue and the learner may produce the visual image. In this research, the population was the seventh grade of MTs Al-Hikmah Gerning Pesawaran in the academic year of 2020/2021. The sample of the research was two classes consisting. In the experimental class, the researcher used the keyword technique while in the control class the researcher used the translation technique. The treatments were held in 3 meetings for each class. After got the data of students' scores from pre-test and post-test, the researcher analyzed the data using SPSS to compute the independent sample t-test.

From the data analysis computed by SPSS, it was obtained that $Sig. = 0.000$ and $\alpha = 0.05$. It means H_a is accepted because of $Sig. < 0.05$. Therefore, there is a significant influence of using Keyword Technique towards students' vocabulary mastery at the first semester of the seventh grade of MTs Al-Hikmah Gerning Pesawaran.

Keywords: *Keyword Technique, Quasi-Experimental Design, Vocabulary Mastery*

DECLARATION

I hereby declare that this thesis, entitled “The Influence of Using Keyword Technique towards Students’ Vocabulary Mastery at the First Semester of the Seventh Grade of Mts Al-Hikmah Gerning Pesawaran in the Academic Year of 2020/2021” is entirely my own work and is based on my own research. I also declare that all materials and sources consulted in the preparation of this thesis, be they books, articles, and any other kinds of the document are properly acknowledged in the footnotes and bibliography.



Bandar Lampung, May 2021
Declared by,

Inggil Sukmawati
NPM. 1611040145



KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat : Jl. Letkol Endro Suratmin, Sukarama, Bandar Lampung, Telp. (0721)703289

APPROVAL

This is to testify that the following thesis:

Title : **THE INFLUENCE OF USING KEYWORD TECHNIQUE
TOWARDS STUDENTS' VOCABULARY MASTERY AT
THE FIRST SEMESTER OF THE SEVENTH GRADE OF
MTs AL-HIKMAH GERUNG PESAWARAN IN THE
ACADEMIC YEAR OF 2020/2021**

Student's Name : **INGGIL SUKMAWATI**

Student's Number : **1611040145**

Study Program : **English Education**

Faculty : **Tarbiyah and Teacher Training**

has been **APPROVED**

to be defended at the Thesis Defense

of the Faculty of Tarbiyah and Teacher Training, Raden Intan State Islamic
University of Lampung

Advisor,

Dewi Kurniawati, S.S., M.Pd

NIP.19800601200642047

Co-Advisor

Septa Aryanika, M.Pd

NIP.

**The Chairperson of
English Education Study Program**

Meisuri, M.Pd

NIP.1980055152003122004



KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat : Jl. Letkol Endro Suratmin, Sukarampe, Bandar Lampung, Telp. (0721)703289

ADMISSION

A Thesis entitled: **“THE INFLUENCE OF USING KEYWORD TECHNIQUE TOWARDS STUDENTS’ VOCABULARY MASTERY AT THE FIRST SEMESTER OF THE SEVENTH GRADE OF MTS AL HIKMAH GERNING PESAWARAN IN THE ACADEMIC YEAR OF 2020/2021”** by: **Inggil Sukmawati, NPM: 1611040145, Study Program: English Education**, was tested and defended in the examination session held on: **Thursday, April 15th 2021.**

Board of Examiners:

The Chairperson : Dr. Mohammad Muhassin, M.Hum 

The Primary Examiner : Nurul Puspita, M.Pd 

The First Co-Examiner : Dewi Kurniawati, S.S, M.Pd 

The Second Co-Examiner : Septa Aryanika, M.Pd 

The Secretary : Istiqomah Nur Rahmawati, M.Pd 

**The Dean of
Tarbiyah and Teacher Training Faculty**

Prof. Dr. Hj. Nurva Diana, M.Pd
NPM.196408201988032002



MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ
الرَّحْمَنُ ١ عَلَّمَ الْقُرْآنَ ٢ خَلَقَ الْإِنْسَانَ ٣ عَلَّمَهُ الْبَيَانَ ٤

In the Name of Allah, the Most Gracious, the Most Merciful
The Most Beneficent (Allah)! Has taught (you mankind) the Qur'an (by
His Mercy). He created man. He taught him eloquent speech.¹

(Q.S. Ar-Rahman: 1-4)



¹ Muhammad Taqi-ud-Din al-Hilali & Muhammad Muhsin Khan, The Noble Qur'an Arabic-Indonesia-English of the Holy Qur'an and Transliteration by DEPAG RI, (Depok; Al-Huda Kelompok GEMA INSANI, 2014), p. 1126-1127

DEDICATION

Praise and gratitude to Allah the Almighty for his abundant blessing to me, and from deep of my heart and great love, this thesis are dedicated to:

1. My God Allah SWT, whose blessing and mercy have been very crucial to the completion of my thesis.
2. My beloved parents, Mr. Mulyono and Mrs. Muji Rahayu, and my family who have provided me with prayers and never-ending supports for the success of my life, this thesis is absolutely yours.
3. My beloved best friends Fira Fanisa, Inggit Nursanti, Meri Susanti, Rizka Rahmadhani, Serin Nurmayulia and Siska Septriani who have been very supportive, caring, and generous during many difficult stages of my study in the university.
4. My beloved lecturers and graduates of the Department of English Education, Faculty of Tarbiyah and Teacher Training, the Raden Intan State Islamic University of Lampung who has invaluable contributed to the development of my personality and academic skill and knowledge over the years of my study in the university.

CURRICULUM VITAE

The author of this thesis is Inggil Sukmawati, or famously called by her friends, Inggil. She was born on December 14th, 1997 in the city of Bandar Lampung. She is the first daughter of Mulyono and Muji Rahayu. She has one younger brother and one younger sister, they are Ikhsan Jaya Pangestu and Izzati Handayani.

She studied in SD Negeri 3 Labuhan Dalam, Tanjung Senang, Bandar Lampung (from 2004 to 2010). She continued her study at SMP Negeri 8 Bandar Lampung and finished in 2013. Then, she continued her study at SMA Negeri 15 Bandar Lampung and finished in 2016. At last, the researcher decided to continue her study at the Raden Intan State Islamic University of Lampung as a student of the Department of English Education.

Author,

Inggil Sukmawati
NPM. 1611040145

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Praised and grateful to Allah, SWT for giving the strength and guidance to the researcher, so that this thesis can be finished accordingly. Peace and blessing be upon the Prophet Muhammad *Shallallahu'alaihiwa salaam*, his family, his relatives, and all his followers.

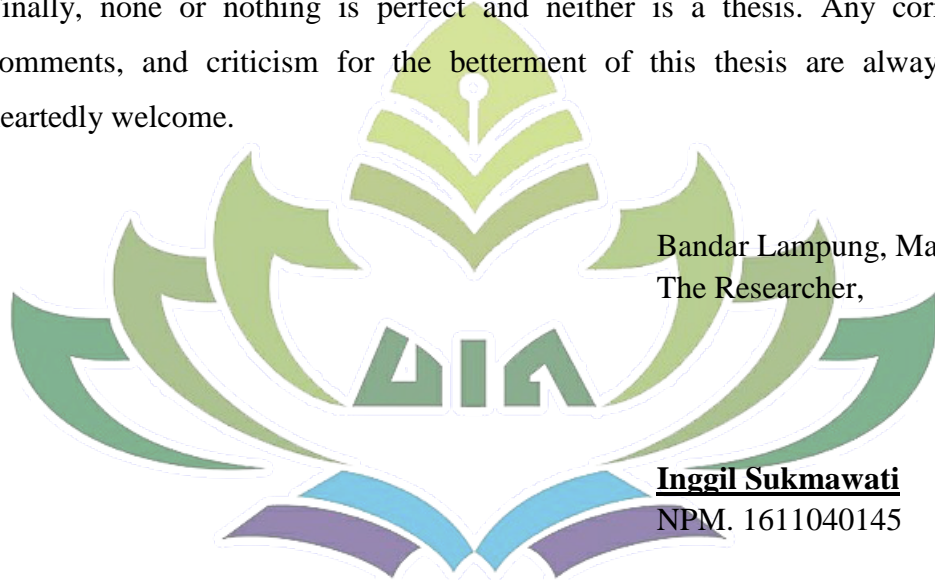
The writing of this thesis entitled “The Influence of Using Keyword Technique towards Students’ Vocabulary Mastery at the First Semester of Seventh Grade of MTs Al-Hikmah Gerning Pesawaran”

This thesis is written to fulfill one of the requirements for the Degree of S1 at the Department of English Education, Faculty of Tarbiyah and Teachers Training, Islamic State University of Raden Intan Lampung. Then, I would like to thanks Allah, SWT for The Blessing that was given to me, so that the writing of this thesis has been finished without any meaningful problems. Additionally, the researcher is grateful to the following for their supports and helps. Therefore, the researcher would like to thanks for:

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Finally, none or nothing is perfect and neither is a thesis. Any corrections, comments, and criticism for the betterment of this thesis are always open-heartedly welcome.



Bandar Lampung, May 2021
The Researcher,

Inggil Sukmawati
NPM. 1611040145

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CHAPTER I

INTRODUCTION

A. Background of the Problem

In learning English, the four skills are needed to be mastered by the learners that are listening, speaking, reading, and writing. According to Broughton, there are also necessary aspects of the language—grammar, vocabulary, and pronunciation.¹ From those three aspects, vocabulary is the most important aspect of the way to learn English. The ability of English learned is characterized by their vocabulary mastery because it can help to improve the other English skills.

Wilkins in Thornbury states that without grammar very little can be conveyed, without vocabulary nothing can be conveyed.² Dealing with that statement, it can be said that vocabulary is being the basic part of the language for people to communicate. Without vocabulary, people cannot say anything or respond to what they listen to. So, people cannot master a language if they do not master it well.

In Indonesia where English has been taught as a foreign language, still many problems in learning and teaching English. It happens because the English language is different from the Indonesian language whether in the system of the pronunciation, structure, and vocabulary. According to Thornbury, the one problem in teaching vocabulary is the student feel easily

¹ Geoffrey Broughton, et. al., *Teaching English as a Foreign Language*, (London and Newyork: Routledge, 2003), p. 25

² Scott Thornbury, *How to Teach Vocabulary*, (London: Longman, 2002) p.13

forget the new word they have just learned because English is a foreign language in our country and the learning process, so students have some problems remembering the new words. He also added that some factors make some words more difficult than others, such as pronunciation, spelling, length, and complexity, grammar, meaning, range, connotation, and idiomatically.³

Based on the preliminary research that was conducted at MTs Al-Hikmah Gerning Pesawaran, the researcher found several problems between the teacher and the student. From the interview with the English teacher of the seventh grade of MTs Al-Hikmah Gerning Pesawaran, Ernawati L, S.Pd, she said teaching vocabulary needs more effort to increase the students' motivation in learning English. Then, the students think that it is hard to learn English.⁴ Besides that, the researcher also found some problems faced by students. Firstly, the students were hard to remember the new word or vocabulary and hard to understand the meaning of the words in reading activity. Secondly, it was the teaching technique that used by the teacher. The technique is a translation technique, where it makes the students' interest to learn new English vocabulary less. Also, the researcher got the data of students' grammar and vocabulary tests. The students' vocabulary score might be viewed in the table below:

³ *Ibid*, p.23-27

⁴ Ernawati, S.Pd, English Teacher in MTs Al-Hikmah Gerning Pesawaran, August 12th, 2020, an Interview

Table 1.1
Students' Vocabulary Score at the Seventh Grade Students of MTs
Al-Hikmah Gerning Pesawaran in the Academic Year of 2020/2021

The Criteria of Students' Score		Number of Students	Percentage
High	76 – 100	14	18.92%
Average	56 – 75	11	14.86%
Low	0 – 55	49	66.22%
Total		74	100%

*Source: The Data from English Teacher of MTs Al-Hikmah Gerning
Pesawaran*

From the table above, the total percentage of the students' score vocabulary which reaches the high criteria was 18.92%. Then, 14.86% of students got average criteria vocabulary scores. Thus, almost half of the total number of students were having low criteria vocabulary scores, which the percentage was 66.22%. It means that students' vocabulary in the seventh grade of MTs Al-Hikmah Gerning Pesawaran was still low.

In teaching English, there are so many ways for the teacher to expand the students' vocabulary. That is why the technique of delivering lessons should be examined in the classroom. A good teaching technique would make students understand well the lesson. In this research, the researcher used the keyword technique to facilitate the students' vocabulary mastery. Some previous research showed that this keyword technique was effective to increase the students' scores and motivate them in learning English vocabulary. Keyword technique involved creating an image that links two items in memory. Concerning language learning, it means creating an image that links a word in

the language that the learners know to a word in the new language. It includes the following techniques: recoding, relating, and retrieving. In the recoding stage the instructor has the student change the unfamiliar vocabulary word to a familiar sounding word that is easily pictured. Then the student should practice the vocabulary word and the keyword to promote association. The relating stage increases association by visualizing the keyword through a visual image or picture with the vocabulary word. In the retrieving stage the student is taught how to think of the keyword, visualize the picture involving the vocabulary word and the keyword, and retrieve the definition from the picture.⁵

Looking at the previous study which has done by Mclean Hy entitled *“Improving Students’ Vocabulary Ability through Keyword Technique (Action Research at Class XI MIA 2 of SMA Negeri 2 Kendari)”* this research investigates the improvement of students’ vocabulary ability by applying Keyword Technique at class XI MIA 2 of SMA Negeri 2 Kendari. Based on the findings of this study, it concluded that implementation of keyword technique could improve students’ vocabulary in terms of word definition aspect.⁶ The difference between the previous study and this research is the technique of collecting the data, the previous study using classroom action research meanwhile this research using experimental design. The similarities between the previous study and this research are the use of the keyword as the technique to improve students’ vocabulary mastery.

⁵ Bennett L. Schwartz, *Memory Foundation and Applications*, (Newyork: SAGE Publications, 2018) p.298-300

⁶Mclean Hy. *Improving Students’ Vocabulary Ability trough Keyword Technique (Action Research at Class XI MIA 2 of SMA Negeri 2 Kendari*. Lakidende University, 2019.

While, the second previous research by Jessica A. Consiglio entitled “*The Effectiveness of the Keyword Method on Foreign Language Vocabulary for Students with Learning Disabilities*”, this research is aimed to examine the effectiveness of the keyword method to improve foreign language and the productive foreign language vocabulary of students with disabilities. The researcher finding the keyword method is more effective than rote memorization or semantic mapping and is relatively easy to implement. The students involve in the study and help them learn the meaning of vocabulary.⁷ The difference between the previous study with this research is the technique of analyzing the data. The technique of analyzing the data of the previous study was applied by using a single A-B-A-B phase design while this research is using a quasi-experimental design. Also the subject of the research, the previous study participant was seventh and eighth-grade students with disabilities. The similarity of the previous study with this research is the use of the keyword as the technique to improve students’ vocabulary mastery.

Another previous study which has done by Zeynab Khalafi and Mohammad Reza Oraji entitled “*The Impact of Using Keyword Method on Vocabulary Learning and Retention: A Case of Iranian Intermediate EFL Learners*” indicated that the keyword method had a significant effect on both learners’ vocabulary learning and retention. Most of the learners believed that their classroom turned into an interesting atmosphere by adding a little flavor

⁷ Jessica A. Consiglio. *The Effectiveness of the Keyword Method on Foreign Language Vocabulary for Students with Learning Disabilities*, 2018.

of fun and motivating students'.⁸ The difference between the previous studies with this research is the subject of the research which is students from English language institute (age from 15 to 30). The similarity between the previous study and this research is the use of the keyword as the technique to improve students' vocabulary mastery and the research design was quantitative research based on experimental design.

From all explanations above, the researcher assumes that using the keyword technique can keep the vocabulary and its meaning in the students' minds and can stand longer. This research focused on using keyword techniques in teaching vocabulary mastery to the students, especially for nouns and adjectives. The purpose of this research is to find out the significant influence towards students' vocabulary mastery using keyword technique in the seventh grade of MTs Al-Hikmah Gerning Pesawaran in the academic year of 2020/2021.

B. Identification of the Problem

From the background of the problem above, the researcher identified the problem as follows:

1. Students' difficulty in remembering the words.
2. Students' difficulty to understand the words in reading activity.
3. Students' difficulty in memorizing the meaning of the words.

⁸Zeynab Khalafi and Mohammad Reza Orajil entitled "*The Impact of Using Keyword Method on Vocabulary Learning and Retention: A Case of Iranian Intermediate EFL Learners*" January, 2016.

C. Limitation of the Problem

Based on the identification of the problem, this research focused on the influence of using the keyword technique towards students' vocabulary mastery. In this research, the researcher decided the limitation of the problem based on the appropriateness with the syllabus with the four aspects of vocabulary that are: word meaning, word use, word grammar and word formation

D. Formulation of the Problem

Based on the identification and the limitation of the problem above the formulation in this research as follows:

Is there any significant influence of using keyword technique towards students' vocabulary mastery at the first semester of seventh grade of MTs Al Hikmah Gerning Pesawaran in the academic year of 2020/2021?

E. The Objective of the Problem

The objective of this problem to find out whether there is any significant influence of using keyword technique towards students' vocabulary mastery at the first semester of seventh grade of MTs Al Hikmah Gerning Pesawaran in the academic year of 2020/2021.

F. Uses of the Research

After doing this research, the researcher hoped it can be used:

1. To help the students in learning English especially in memorizing the English vocabulary.
2. To give information to the English teacher at MTs Al Hikmah Gerning Pesawaran that the keyword technique can increase students' vocabulary mastery.

G. Scope of the Research

The researcher divided the scope of the research into four parts, they were:

1. Subject of the Research

The subject of the research was the students in the first semester of seventh grade at MTs Al-Hikmah Gerning Pesawaran

2. Object of the Research

The object of the research was the use of keyword technique towards students' vocabulary mastery.

3. Place of the Research

The research was conducted at MTs Al-Hikmah Gerning Pesawaran

4. Time of the Research

The research was conducted in the first semester of the seventh grade at MTs Al-Hikmah Gerning Pesawaran

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Frame of Theory

1. Vocabulary

a. Concept of Vocabulary

As we know that vocabulary is being the primary fundamental to learn the language because it appears in every skill of language. Vocabulary formed the language and every language in the whole of this world has a list of words. Words also have a meaning which is used to deliver and express human feelings or ideas whether is in orally or in written form. As Thornbury said that all languages have words, he also added “by having the adequate vocabulary, everyone will be able to communicate with other people and express his idea clearly and easily.”¹ Words are used by people to ask and transfer information. So, everyone can communicate well and share their ideas with others by language. That is the reason why in language use, vocabulary holds an important role.

There are some definitions of vocabulary based on the expert, according to Linse, “Vocabulary is a collection of words in a particular language that an individual knows, and that has a meaning”.² In other ways, Juriah states that vocabulary refers to the meaning of the word and

¹Scott Thornbury, *How to Teach Vocabulary* (London: Longman, 2002) p. 1

²Linse, *Practical English Language Teaching: Young Learners*. (New York: Mc Graw-Hill Companies, 2005). p. 121

not merely its pronunciation. Here, vocabulary is not letters construct together to become a word and how to pronounce the word correctly but it is a group of letters that have their own meaning.³ It can be inferred that vocabulary is a group of the letter that has a meaning that known by individuals.

Vocabulary is the basic knowledge of a group of letters related to other English proficiency that is always used by learners in learning a certain language. As stated by Lehr, Osborn, and Hiebert cited on Aziz Faraj define vocabulary as knowledge of words and meanings that have two forms of oral and print. Oral words are those vocabulary words that the learner recognizes and utilize in listening and speaking. Print vocabulary words are those vocabulary items that the learner recognizes and deploy in reading and writing.⁴ So, if the learners have already mastered much vocabulary, it will be easier for them to have effective communication with others whether it is in oral or print.

In conclusion, knowing vocabulary is really needed, because without knowing the meanings of words, it is difficult for someone or the students to understand the language they study. Vocabulary to be the most important single factor not only in the development of efficient reading or print vocabulary

³ Juriah, *Implementing Controlled Composition to Improve Vocabulary Mastery of EFL Students* (Jakarta: Dinamika Ilmu, 2015) p.141

⁴ Avan Kamal Aziz Faraj, *Effective Strategies for Turning Receptive Vocabulary into Productive Vocabulary in EFL Context*, Jurnal of Education and Practice, Vol.6, No.27, 2015. p.10

b. Types of Vocabulary

Vocabulary has some types that need to be learned. There are types of vocabulary that were explained by the expert. According to Harmer cited on Alqahtani divided vocabulary into two types: active and passive vocabulary, as follows:

1) Active vocabulary

The first type of vocabulary refers to the one that students have been taught and that they are expected to be able to use.

2) Passive vocabulary

The second one refers to the words which students will recognize when they meet them, but they will probably not be able to pronounce.⁵

In another way, Nation divided vocabulary into two types, they are:

1) Receptive knowledge

Receptive knowledge involves knowing how to recognize the word when it is heard or when it is seen, being able to distinguish it from a word with a similar form, being able to judge if the word form sounds right or look right, being able to recall its meaning when it is met, being able to see which shade of meaning which most suitable for the context that occurs in, and being able to make various associations with another related word.

⁵ Mofareh Alqahtani, *The Importance of Vocabulary in Language Learning and How to be Taught*. International Journal of Teaching and Education, 2015. Vol. III (3) p.21-34

2) Productive knowledge

Productive knowledge involves knowing how to pronounce the word, how to write and spell it, how to use it in correct grammatical patterns, and using the word to stand for the meaning it represents, and being able to think of suitable substitutes for the word if there are many.⁶

Words fall into eight different word classes, they are; nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunction, and determiner.⁷

1) Noun

The noun is one of the most important parts of speech. Its arrangement with the verb helps to form the sentence core which is essential to every complete sentence. Also, it may function as the chief or “head” word in many structures or modifications. Frank also classified noun into five types that given below:⁸

a) Proper Noun

A proper noun is started with a capital letter in writing. It includes the personal name (Mr. John Smith); names of geographic units such as countries, cities, rivers, etc. (Holland, Paris); names of nationalities and religions (a Dutchman, Muslim); names of the

⁶ I.S.P Nation, *Teaching and Learning Vocabulary*, (Massachusetts: Heinle & Heinle Publishere, 1990) p. 31-32

⁷ Scott Thornbury, *Op Cit*, p. 3

⁸ Marcella Frank, *Modern English* (New Jersey: Pretince-Hall, Inc, 1972) p. 6-7

holiday (Thanksgiving Day); names of time units (Saturday, June); words used for personification such as a thing or abstraction treated as a person (Nature, Liberty).

b) Common nouns

As opposed to proper nouns, all other nouns are classified as common nouns. It is not written in capital letters. Example: country, university, boy, girl, etc.

c) Concrete or Abstract nouns

A concrete noun is a word for a physical object that be perceived by the senses that we can see, touch, smell the object. Example: flower, girl. An Abstract noun is a word for a concept; it is an idea that exists in our minds only. Example: beauty, justice, mankind.

d) Countable and Uncountable Nouns

A countable noun can usually be made plural by the addition of 's'. Example: one girl, two girls. An uncountable noun is not used in the plural. There are words for concrete objects stated in an undivided quantity. Example: Coffee, Iron

e) Collective Nouns

A collective noun is a word for a group of people, animals, or objects considered as a single unit. Example: audience, committee, class, crew, crowd, enemy team, etc.⁹

⁹ *Ibid.* p. 6-7

2) Pronoun

A pronoun is a word that is used instead of a noun or noun phrase.

Pronouns refer to either a noun that has already been mentioned or to a noun that does not need to be named specifically. There are a number of other types of pronouns.

- a) The interrogative pronouns—particularly what, which, who, whom, and whose—introduce questions for which a noun is the answer, as in "Which do you prefer?"
- b) Possessive pronouns refer to things or people that belong to someone. The main possessive pronouns are mine, yours, his, hers, its, ours, and theirs.
- c) The four demonstrative pronouns—this, that, these, and those—distinguish the person or thing being referred to from other people or things; they are identical to the demonstrative adjectives.
- d) Relative pronouns introduce a subordinate clause, a part of a sentence that includes a subject and verb but does not form a sentence by itself. The main relative pronouns are that, which, who, whom, what, and whose.
- e) Reflexive pronouns refer back to the subject of a sentence or clause and are formed by adding -self or -selves to a personal pronoun or possessive adjective, as in myself, herself, ourselves, and itself.

- f) Indefinite pronouns, such as everybody, either, none, and something, do not refer to a specific person or thing, and typically refer to an unidentified or unfamiliar person or thing.

3) Verb

A verb is a word or a combination of words that indicates action or a state of being or condition. A verb is the part of a sentence that tells us what the subject performs. Verbs are the hearts of English sentences.

There are six basic forms of verbs. These forms are as follows:

- a) Base form: Children play in the field.
- b) Infinitive: Tell them not to play
- c) Past tense: They played football yesterday.
- d) Past participle: I have eaten a burger.
- e) Present participle: I saw them playing with him today.
- f) Gerund: Swimming is the best exercise.

4) Adjective

The adjective is a modifier that has the grammatical property of comparison. It is often identified by special derivational ending or by special adverbial modifiers that have preceded it. Its most unusual position is before the noun it modifies, but it fills other positions as well.¹⁰ Harmer described an adjective as a word that gives more

¹⁰ *Ibid.* p. 109

information about a noun or pronoun. Adjectives can be used before and after nouns. They can have many forms as given below:

a) Comparative and superlative

An adjective can be made comparative (good—better; nice—nicer; young—younger) and superlative (best, nicest, and youngest).

b) Adjective sequence

When we use a string of adjectives, there is a generally accepted order. Size — color — origin — material — purpose — noun

Example:

The small purple German silk evening gown

The large () () wooden () crate

c) Adjective and preposition

Many adjectives are followed by specific prepositions. Example: interested in, keen on, happy about, etc.

d) Adjectives as a nouns

Adjectives can be used as if they were nouns. Example: the blind, the poor, etc.

5) Adverbs

An adverb is a word that is used to change, modify or qualify several types of words including an adjective, a verb, a clause, another adverb, or any other type of word or phrase, with the exception of determiners and adjectives, that directly modify nouns. Normally, an adverb often ends in -ly, but there are lots of adverbs that don't end in

this way. Moreover, adverbs can be used in many combinations with each other.

6) Prepositions

A preposition is a word that indicates the relationship between a noun and relationship between a noun and the other words of a sentence. They explain relationships of sequence, space, and logic between the object of the sentence and the rest of the sentence. It help to understand order, time connections, and positions.

Example:

The present is inside the box.

They have gone out of the town.

7) Conjunction

A conjunction is a part of speech that is used to connect words, phrases, clauses, or sentences. There are several different types of conjunctions that do various jobs within sentence structures. These include:

- a) Subordinating conjunctions – Also known as subordinators, these conjunctions join dependent clauses to independent clauses.
- b) Coordinating conjunction – Also known as coordinators, these conjunctions coordinate or join two or more sentences, main clauses, words, or other parts of speech which are of the same syntactic importance.

c) Correlative conjunction – These conjunctions correlate, working in pairs to join phrases or words that carry equal importance within a sentence.

d) Conjunctive adverbs – While some instructors do not teach conjunctive adverbs alongside conjunctions, these important parts of speech are worth a mention here. These adverbs always connect one clause to another, and are used to show sequence, contrast, cause and effect, and other relationships.

8) Determiner

A determiner is a word that comes before a noun or noun phrase. A determiner identifies whether the noun or noun phrase is general or specific. Determiners include the following common types:

- a) Articles: a/an, the
- b) Demonstratives: this, that, these, those
- c) Possessives: my, your, his, her, its, our, their, x's (possessive 's)
- d) Quantifiers: (a) few, fewer, (a) little, many, much, more, most, some, any, etc.
- e) Numbers: one, two, three, etc.¹¹

In conclusion, there are many types of vocabulary explain by the experts such as active and passive vocabulary; receptive and productive knowledge. And also word classes are divided into eight parts, such as

¹¹ Jeremy Harmer, *How to Teach English* (London: Longman, 2007) p. 67-68

verb, noun, adjective, preposition, conjunction, adverb, pronoun, and determiner.

e. Aspect of Vocabulary

In this research, there are some vocabulary learning aspects by the experts, according to Gower, Philip, and Walters there are three aspects that students' need to learn new vocabulary items:

1) Formation

- a) What part of speech is the word-noun, verb, preposition, etc?
- b) How it spelled- is it regular or irregular?
- c) Does it belong to a family' of words, for example, electricity, electrical, electrician?

2) Meaning

- a) Many words have more than one meaning. What exact meaning in which context do you want to focus on?
- b) What connotation of the item?
- c) Could vocabulary items have different meanings from meaning?

3) Use

- a) How is the vocabulary item need?
- b) Does it have a restricted use? Does it belong to a particular style or register?¹²

¹² Roger Gower, et. Al, *Teaching Practice Handbook*, (London: Heineman, 1995) p. 144

Also, there are four aspects according to Harmer in that the students need to learn in learning vocabulary, they are

1) Word Meaning

The least problematic issue of vocabulary, it would seem, is meaning.

The first thing to realize about vocabulary items is that they frequently have more than meaning. Harmer states several words can be part of word meaning. Sometimes words have meaning concerning other words. Word has opposites (antonym) and they also have other words with similar meaning (synonym). As far as meaning goes then students need to know about the sense relation.

2) Word Use

Harmer also states that words do not just have different meanings. They can also be stretched and twisted to fit different contexts and different uses. Someone is in a black mood or someone is green; it is not about describing a color. But it is frequently stretched through the set of metaphor and idiom.

3) Word Grammar

Harmer says about word grammar which is employed by distinguishing the use of words based on the use of certain grammatical patterns such as noun, verb, adjective, adverb, etc. We make a distinction between countable and uncountable nouns. The former can be both singular and plural. We can say one chair or two chairs, etc.

4) Word Formation

Harmer says words can change their shape and their grammatical value, too. Students need to know facts about word formation and how to twist words to fit grammatical contexts. Students need to know how suffixes and prefixes work and how words are spelled and they sound. Then, meaning knowing how words are written and spoken and knowing how they can change their form.¹³

In this research, the researcher used the theory from Harmer because it covers all of the aspect in vocabulary such as: word meaning, word use, word grammar and word formation.

d. Concept of Vocabulary Mastery

Vocabulary mastery has an important role in English. It is seen in every language' vocabulary is being a fundamental aspect. Based on Cameron, "Vocabulary is the central learning of a foreign language".¹⁴

One of the components to master English as a foreign language in elementary, intermediate, and advanced levels is vocabulary. It also becomes one of the requirements for people to speak a language, without knowing the vocabulary human cannot say anything. As stated by Kamil

¹³ Jeremy Harmer, *The Practice of English Teaching* (Cambridge: Longman, 1991) p. 156

¹⁴ Michale Wallace, *Teaching Vocabulary*, (London: British Library, 1982), p.83

and Hiebert cited on Wallace, “Vocabulary is knowledge of meanings of words”¹⁵

Thus, vocabulary is all of the knowledge of words. If someone is having well enough vocabulary, it will be easy for them to have good communication with others. As stated by Guskey and Anderman, “Mastery is a term that all educators use and believe they understand well.”¹⁶ In this way, the competence to understand and apply something learned can be said as mastery. So, we can conclude that vocabulary mastery is the ability of someone to understand the words and their meaning.

d. Concept of Teaching Vocabulary

As the basic material to master four language skills; speaking, reading, writing, and listening, teaching vocabulary becomes important because without understanding the new words the students will get some difficulties in learning English. Cameron says also, vocabulary is fundamental to using the foreign language as discourse since vocabulary is both learned from participating in discourse and is essential to participating in it.¹⁷

The teachers are hoped to have some techniques to make students familiar with the vocabulary, so they can understand new words easily. As

¹⁵Jeremy Harmer, *Op Cit*, p. 34.

¹⁶ Thomas R. Guskey and Eric M. Anderman, “In Using of a Useful Definition of Mastery” *Journal Education Leadership*, Volume.71 (December 2013/ January 2014), p.1.

¹⁷Lynne Cameron, *Teaching to Young Learners*, (London: Cambridge University, 2001) p. 95

Thornbury said, in teaching vocabulary, the teacher has the responsibility to make their teaching successful. It is not more than just presenting new words. The teacher should be careful in selecting the vocabulary that they will teach. Both students and teachers need to know how it talks about language at various points during learning and teaching.¹⁸

Thornbury also mentions that the following are ways of training good vocabulary:

1. Using mnemonics

The technique for remembering things is called mnemonics. These are “tricks” to help retrieve items or rules that are stored in memory and that are not yet automatically retrievable. We saw that the best mnemonics are those that:

a) Have a visual element

b) Are self-generated for example:

Not “borrowed” from another learner or teacher.

2. Word cards

The teachers who have difficulty finding ‘imaging’ can be trained to prepare and use sets of word cards.

¹⁸Scott Thornbury. *Op Cit.* p.75-76

3. Guessing from context

Guessing from context is probably one of the most useful skills learners can acquire and apply both inside and outside the classroom.¹⁹

2. Concept of Approach, Method, and Technique

In the English teaching and learning process, there are several terms that teachers need to know. The terms are approaches, methods, and techniques. According to Edward Antony cited on Brown, the approach was a set of assumptions dealing with the nature of language, learning, and teaching. The method was described as an overall plan for a systematic presentation of language-based upon a selected approach. Meanwhile, techniques were the specific activities manifested in the classroom that were consistent with a method and therefore were in harmony with an approach as well.²⁰

In another way, Brown states that approach is theoretically well-informed positions and beliefs about the nature of language, the nature of language learning, and the applicability of both to pedagogical settings. He also says that method is a generalized set of classroom specifications for accomplishing linguistic objectives. Methods tend to be concerned primarily with the teacher and student roles and behaviors and secondarily with such features as linguistic and subject-matter objectives, sequencing, and materials while the

¹⁹ *Ibid.* p. 155-161

²⁰ H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy* (California: Longman, 2000) p.29-31

technique is any wide variety of exercises, activities, or tasks used in the language classroom for realizing lesson objection.²¹

In conclusion, the approach can be defined as assumption or theory in general while the method is the way or how to implement the material in the classroom. The technique is a trick in how a method can be implemented in the lesson. In short, the approach is translated as the method that contains the technique.

3. Keyword Technique

a. Concept of Keyword Technique

Keyword means an English word that sounds like some part of a foreign language. In general, the keyword has no relationship to the foreign language except for the fact that is similar in sound and spelling. According to Nurgun Akar keyword technique consists of associating the target word with a word that is pronounced or spelled similarly in the mother tongue, but is not necessarily related in terms of meaning and the learner may produce the visual image.²²

Webb and Nation describe keyword technique as a memory technique that involves choosing an L1 'keyword' that sounds like the beginning of the L2 word using a visual image incorporating both.²³ Also, stated by

²¹ *Ibid.*

²² Nurgun AKAR, *Teaching Vocabulary: Bridging the Gap Between Theory and Practice*, (Eylul: Ankara, 2010) p. 8

²³ Stuart Webb and Paul Nation, *How Vocabulary is Learned*, (London: Oxford University Press, 2017) p. 92

Smitch Keyword Technique works by combining elements of phonological form and meaning in a mental image. For example, the learner wants to remember the Japanese word for the sword (*katana*). First, a word with phonological similarity to *katana* is found, for example, cat. Then a mental image is conjured up combining the two, such as a samurai cat waving a sword, which activates mental images.²⁴

From all definitions above, the researcher concluded that the Keyword Technique is a technique in teaching vocabulary using the phonological form or word in a similar sound or looks like in mother tongue and associate the meaning using a mental image or visual pictures.

b. Procedure of Using Keyword Technique

In this research, there are several procedures of using keyword technique based on the experts. According to Paul Nation, there are two procedures of keyword technique, as follows:

- 1) Describe the technique and demonstrate its use with a personal example in language that have learned.

- 2) Select several words and write them with their meaning on the board.

Have the students think up their own keywords and images. For example: Imagine the learner wants to learn the English word salary.

The learner thinks of a word in first language which sounds like salary or sounds like the beginning of the word salary. For an Indonesian

²⁴ Norbert Smitch, *Vocabulary in Language teaching*, (London: Cambridge University Press, 2000) p. 121

learner of English, this first language word might be *salah*, which means “mistake, wrong, error”. The learner now imagines the meaning of the English word *salary* and the meaning of the Indonesian keyword *salah* joined together. For examples, the learner might think of someone being paid the wrong salary.²⁵ Meanwhile, according to Nation in his other book keyword involves two steps after the learner has found or provided with its meaning:

1) The first step is to think of a first language word (the keyword) that sounds like the beginning or all unknown word.

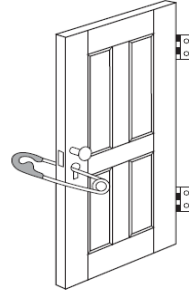
2) The second step is for the learner to think of a visual image where the meaning of the unknown word and the meaning of the keyword are combined. Here is an example:

a) If an Indonesian learner wants to learn the English word *pin*, the learner could use the keyword *pintu* which is the Indonesian word ‘door’.

b) The learner then thinks of an image involving a door and a pin, as could be seen in the picture below:

²⁵ Paul Nation, *New Ways in Teaching Vocabulary* (Alexandria: TESOL, 1994) p. 202

Figure 2.1 Keyword Technique



Another keyword technique procedure stated by Milton J. Dehn, as follows:

- 1) First, the acoustical link stage, the learner selects or given a concrete word (the keyword) that sounds like the stimulus word.
- 2) Second, the learner is provided with or creates an image of the keyword interacting with the appropriate definition or response. When teachers are creating images they should show an actual picture, instead of just describing the image.
- 3) When retrieving, students are directed to think of the keyword first. Then try to recall images containing the keyword.²⁶

Based on the theories about keyword technique procedures above researcher choose the procedure from Milton J. Dehn considering that it is easier to be applied in the lesson plans.

²⁶ Milton J. Dehn, *Working Memory and Academic Learning*, (Newyork: WILEY, 2008) p.282-284

c. Advantages of Keyword Technique

There are several advantages of using keyword technique for students' vocabulary mastery. Jenpattarakul cited on Piribabadi and Rahmany believed that using Keyword Technique instruction had three positive effects on the student:

- 1) The students could store and retrieve a new set of vocabulary.
- 2) It expanded and enhanced students' imagination and creativity. It means that the more imagination and creativity the students had, the better they could memorize vocabulary.
- 3) Students' motivation to learn English vocabularies increased because motivation could improve the students' proficiency level. Using the Keyword Technique in the classroom can help students to retain the word in their long-term memory and store them easily.²⁷

From the state above it can be seen that using keywords technique has several advantages. Student motivation to learn vocabulary will increase and enhance students' creativity. So, the student will be better at memorizing vocabulary.

²⁷ Ana Piribabadi, Ramin Rahmany, *The effect of the Keyword Method and Word-list Method Instruction on ESP Vocabulary Learning*. Journal of Language Teaching and Research, Vol. 5, No.5, p. 1111, September 2014.

d. Disadvantages of Keyword Technique

While the disadvantages of this keyword technique according to Paul Nation as follows²⁸:

- a. This technique can take time and practice to develop. Learners may need encouragement if they have difficulty in choosing keywords or making associations.
- b. Keywords can be made from known L2 words instead of only L1 words.

4. Translation Technique

a. Concept of Translation Technique

Based on the technique used by the teacher in MTs Al Hikmah Gerning Pesawaran, the translation technique is a technique used by the teacher for teaching vocabulary. Dealing with that, in this research, the researcher focused on the translation technique as a teaching technique that is used in the control class.

According to Richard and Smith, translation is the process of rendering written language that was a procedure in one language (the source language) into another language (the target language), or the target language version that results from the process. Translation in which more emphasis is given to overall meaning than to exact wording is known as free translation. A translation that approximates a word-for-word representation of the original is known as a literal translation. A translation that has been produced by a computer is known as a machine translation. It

²⁸Paul Nation, *New Ways in Teaching Vocabulary* (Alexandria: TESOL, 1994) p. 202

means that translation not only did by a human but also can do by a machine like a computer. The translation process is not easy, because source language not only changes into the target language but also translators should be processing the word into a good sentence.²⁹

b. Procedure of Translation Technique

The following procedure of teaching the target language through the translation technique is adapted from Larsen-Freeman.³⁰

- 1) The class reads a text written in the target language.
- 2) Students translate the passage from the target language to their mother tongue.
- 3) The teacher asks students in their native language if they have any questions; students ask questions and the teacher answers questions in their native language.
- 4) Students write out the answers to reading comprehension questions.
- 5) Students translate new words from the target language into their mother tongue.
- 6) Students memorize vocabulary.

²⁹ Jack C Richards and Richard Smith, *Dictionary of Language Teaching and Applied Linguistics*, (London : Longman, 2010) p.610

³⁰ Diana Larsen and Freeman, *Technique and Principles in Language Teaching*, (Oxford: Oxford University Press, 2000), p. 15-17

c. Advantages of Translation Technique

The following are advantages of the translation technique³¹:

- 1) It can support the writing process.
- 2) Help learners understand the relationship between the two languages.
- 3) Requires lots of teachers' preparation.
- 4) Help develop the four main skills.

d. Disadvantages of Translation Technique

The following are disadvantages of using translation technique:

- 1) Lack of language proficiency.
- 2) Lack of proficiency in the source language.
- 3) Lack of knowledge related to the culture of the language that is being learned.
- 4) Requires a motivated class
- 5) Time-consuming and difficult.
- 6) Students may get confused about the real use and application of translation class.³²

Because of the disadvantages of the translation technique, such as need a motive class and lack of proficiency in the source language. In this case, the keyword technique would cover the disadvantages with its advantages where students' motivation increase by using this technique

³¹ Gama Maestria, *Advantages and Disadvantages of Using Translation in the EFL*, <https://www.mindmeister.com/1193671402/advantages-and-disadvantages-of-using-translation=-in-the-efl>, 2018. Accessed on 25 February 2020

³² *Ibid*

through students' imagination and creativity. Certainly, it makes the students' proficiency in target language be increasing too.

B. Relevant Studies

The researcher had to accomplish the final project from university to achieve a bachelor's degree, so the researcher conducted the research entitled "The Influence of Keyword Technique towards Student' Vocabulary Mastery at the First Semester of the Seventh Grade of MTs Al-Hikmah Gerning Pesawaran in the Academic Year of 2020//2021. These three relevant studies that the researcher took were given her inspiration to make the researcher using keyword technique. These previous studies as follows:

The first previous study has done by Mclean Hy entitled "*Improving Students' Vocabulary Ability through Keyword Technique (Action Research at Class XI MIA 2 of SMA Negeri 2 Kendari*" this research investigates the improvement of students' vocabulary ability by applying Keyword Technique at class XI MIA 2 of SMA Negeri 2 Kendari. Based on the findings of this study, it concluded that implementation of keyword technique could improve students' vocabulary in terms of word definition aspect.³³ The difference between the previous study and this research is the technique of collecting the data, the previous study using classroom action research meanwhile this research using experimental design. The similarities between the previous

³³Mclean Hy. *Improving Students' Vocabulary Ability trough Keyword Technique (Action Research at Class XI MIA 2 of SMA Negeri 2 Kendari*. Lakidende University, 2019.

study and this research are the use of the keyword as the technique to improve students' vocabulary mastery.

While, the second previous research by Jessica A. Consiglio entitled "*The Effectiveness of the Keyword Method on Foreign Language Vocabulary for Students with Learning Disabilities*", this research is aimed to examine the effectiveness of the keyword method to improve foreign language and the productive foreign language vocabulary of students with disabilities. The researcher finding the keyword method is more effective than rote memorization or semantic mapping and is relatively easy to implement. The students involve in the study and help them learn the meaning of vocabulary.³⁴ The difference between the previous study with the research is the technique of analyzing the data. The technique of analyzing the data of the previous study was applied by using a single A-B-A-B phase design while this research is using a quasi-experimental design. Also the subject of the research, the previous study participant was seventh and eighth-grade students with disabilities. The similarity of the previous study with this research is the use of the keyword as the technique to improve students' vocabulary mastery.

Another previous study which has done by Zeynab Khalafi and Mohammad Reza Orajji entitled "*The Impact of Using Keyword Method on Vocabulary Learning and Retention: A Case of Iranian Intermediate EFL Learners*", indicated that the keyword method had a significant effect on both learners' vocabulary learning and retention. Most of the learners believed that their

³⁴ Jessica A. Consiglio. *The Effectiveness of the Keyword Method on Foreign Language Vocabulary for Students with Learning Disabilities*, 2018.

classroom turned into an interesting atmosphere by adding a little flavor of fun and motivating students'.³⁵ The difference between the previous studies with this research is the subject of the research which is students from English language institute (age from 15 to 30). The similarity between the previous study and this research is the use of the keyword as the technique to improve students' vocabulary mastery and the research design was quantitative research based on experimental design.

From all explanations above, the researcher assumed that using the keyword technique can keep the vocabulary and its meaning in the students' minds and can stand longer. This research focused on using keyword techniques in teaching vocabulary mastery to the students, especially for nouns and adjectives. The purpose of this research is to find out the significant influence towards students' vocabulary mastery using keyword technique in the seventh grade of MTs Al-Hikmah Gerning Pesawaran in the academic year of 2020/2021.

C. Frame of Thinking

Vocabulary is the one important thing in English learning because it covers all of the skills of the language. Without vocabulary, we cannot communicate or say anything. There are several types of vocabulary that are active and passive, receptive and productive knowledge. There is also a word class of vocabulary; verb, noun, adjective, adverb, pronoun, preposition,

³⁵Zeynab Khalafi and Mohammad Reza Oraji entitled "*The Impact of Using Keyword Method on Vocabulary Learning and Retention: A Case of Iranian Intermediate EFL Learners*" January, 2016.

conjunction, and determiner. Mastering vocabulary is being a fundamental thing in language learning.

In memorizing the words we can use any method. The researcher found the teacher in Mts Al Hikmah Gerning Pesawaran using the translation technique in teaching-learning vocabulary. Because of the disadvantages of the translation technique, there is a need for a motive class and a lack of proficiency in the source language. In this case, the keyword technique covers that problem with its advantages where students' motivation will increase by using this technique. Certainly, it will make the students' proficiency in source text will be increasing too.

This research proposes the Keyword Technique to make remembering the word easily. Keyword Technique is a technique that involves association the same sound of mother tongue into target language to remembering the word and its meaning. The one of advantages Keyword Technique is this technique can be used at any level of age. In teaching and learning English we must teach using appropriate techniques and media of the students to easily memorize and enjoy, to make it firstly we make students interesting in teaching-learning.

D. Hypothesis

The hypothesis of the research as follows:

H_a: There is any significant Influence of Keyword Technique towards Students' Vocabulary Mastery at the First Semester in Seventh Grade of MTs Al Hikmah Gerning Pesawaran in Academic Year of 2020/2021.

H_0 : There is no significant Influence of Keyword Technique towards Students' Vocabulary Mastery at the First Semester in the Seventh Grade of MTs Al Hikmah Gerning Pesawaran in Academic Year of 2020/2021.



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